

# Interprofessional Learning with a School Case Study

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*Speech Pathology and Occupational Therapy  
IPL Tutorial*

## ACCELERATED LEARNING CENTRE FOR AUTISM: STUDENT REPORT

This original documentation is a student report from the Accelerated Learning Centre for Autism, outlining Corey's performance throughout the school year.



# ALCA



Department of  
Education

## ACCELERATED LEARNING CENTRE for AUTISM

### STUDENT REPORT

**Student :** Corey Jones

**Semester 2:2010**

**D.O.B. :** 28.08.04

**Date:** 12<sup>th</sup> January 2011

**Teacher :**

**KEY:**

1,2,3,4 – Level achieved within ABLIS

C – Objective Complete

- Not attempted

\* Extra programs

TEACHING AREA	TASK OBJECTIVE	CRITERIA ACHIEVED
Discrete Trial	B4 Match objects to pictures	Can match three items in succession (2C)
	B16 Match associated pictures	Can match at least 2 related pictures for 20 or more items (4C)
	B17 Sort by function	At least 5 items from 4 functions (4C)
	B20 Delayed replication of a sequence	Immediately, with 3 items after 5 second delay (4C)
	B21 Delayed finding a sample	After 5 second delay, can find any one of 10 items within 3 seconds, when presented an array of 5 items (4C)
	B22 Extend a sequence pattern	Continues an irregular pattern with at least three different stimuli with irrelevant pieces present (4C)
	C22 Touch own pieces of clothing	2 – 4 or more items (2C)

C24 Selects adjectives	Selects at least 20 adjectives (including at least 3 colours, 2 shapes and 2 sizes) (4C)
C25 Selects items by following another's gaze	Can select one of three separated items located on a table (2C)
C36 Select associated pictures	Can select at least 2 related pictures for 20 or more items (4C)
C37 Select by function	Can select at least 25 items when told the item's function and can select 2 or more items with a specified function from a display of at least 6 items (4C)
C38 Select by feature	Can select at least 1 feature for 25 items <b>and</b> can select 2 or more items with a specified feature/part from a display of at least 6 items (4C)
C39 Select by class	Can select at least 5 items from 4 classes <b>and</b> can select 2 or more items of a specified class from a display of at least 6 items (4C)
D2 Motor imitation using objects in a discrimination	At least 10 actions with at least two different actions for each object (4C)
D13 Imitation of touching objects in a sequence	Can imitate any sequence of touching 4 of 6 items (2C)
D18 Imitation of touching objects in a sequence following a model	Can imitate touching any sequence of touching 4 of 6 items immediately following a demonstration (2C)
D20 Imitation of a sequence of actions	At least 10 sequences of 2 actions & readily imitates novel sequences (4C)
D24 Motor Imitation sequence using multiple	Can replicate at least 6 different sequences of at least 3 actions

	objects	involving 4 objects with the original model remaining visible (2C)
	E13 Imitation of phrases on request	Readily and accurately imitates phrases of 6 or more words (4C)
	E14 Imitation of number sequences on request	Readily and accurately imitates sequence of 7 or more numbers (4C)
	F16 Requests using adjectives	Spontaneously uses at least 4 adjectives with a noun when requesting an item (4C)
	G5 Labels body parts	Can label 20 or more body parts on himself or others (4C)
	G6 Labels pieces of clothing	Labels 4 or more clothing items (2C)
	G7 Labels common ongoing actions	20 or more labels of actions <u>and</u> can identify several different examples (including novel examples) of most of those actions (4C)
	G14 Label associated pictures	Can label at least 2 related pictures for 20 or more items (4C)
	G15 Labels item when told its function	Label a total of at least 25 items including at least 4 examples of at least 6 functions (4C)
	G16 Labels item when told one of its features	Label a total of at least 25 items including at least 2 examples of at least 6 features (4C)
	G17 Labels item when told its class	At least 5 items from 4 classes (4C)
	H7 Intraverbal associations	20 or more questions with 2 related answers (4C)
	H8 Fill in item given function	5 fill-ins (2)
	H9 Fill in function given item	5 fill-ins with two responses (2)

	<p>J4 Verbs-present progressive</p> <p>Q3 Receptive sounds of letters</p> <p>Q4 Labels sounds of letters</p> <p>R3 Count objects with prompts</p> <p>R4 Count given objects</p> <p>R5 Count out objects from a larger set</p> <p>R7 Names numbers</p> <p>Identify and label gender</p>	<p>Adds "ing" to the end of verbs most of the time when appropriate (2C)</p> <p>Can identify the sounds of 26 letters (4C)</p> <p>Can label the sounds of 26 letters (4C)</p> <p>Can continue counting objects to 10 if started with "1,2" (2C)</p> <p>Can count any amount up to 100 (4C)</p> <p>Can count any amount up to 30 (4C)</p> <p>Can identify numbers to 100 (4C)</p> <p>Man, lady, boy and girl (C)</p>
<b>Incidentals</b>	<p>L17 Eye contact</p> <p>E20 Spontaneous imitation of phrases</p> <p>F5 Spontaneous request when items are present</p> <p>A12 Variation in reinforcement (non-edible)</p> <p>A11 Responds quickly when given an instruction</p> <p>C12 Follow instructions to select one of two reinforcing items</p>	<p>When as a listener and speaker with adults and peers (2C) Accurately imitates phrases of 6 or more words at least 3 times a day (4C)</p> <p>10 or more specific items or activities when the items or items associated with the activity are present (4C)</p> <p>At least 10 separate instructor controllable items or activities are effective as reinforcers for learning behaviours (2C)</p> <p>Consistently responds within 3 secs when instructions are presented (2C)</p> <p>Readily finds and selects it in any position within 3 seconds (2C)</p>

C27 Follow an instruction to go to a person	Can go to at least 4 people upon request (2C)
C28 Follow an instruction to give an item to a person or place item on an object	Can go to at least 2 people and 2 places and deliver/place a given item (4C)
C30 Follow an instruction to go to a person and do an action	Can go to at least three people and perform at least 2 actions (4C)
L1 Appropriate when near peers or siblings	Student is appropriate when near peers / siblings for at least 30 minutes (4C)
A16 Responds to social reinforcers	Works for praise for 15 min with back-up reinforcer (3)
A17 Waits appropriately if reinforcer delivery is delayed	Waits for 5 mins (4C)
F7 Request with eye contact	Makes eye contact with people at least 80% of the time that he makes requests (4C)
A8 Waits without touching stimuli	Requires only one prompt to stand/sit nicely or keep hands off materials (1)
A9 Looks to instructor for instruction	After scanning materials, student consistently looks to the teacher for the next instruction
F9 Requests missing items needed for a task	Can ask for 1 missing item
F10 Requests with head movements or by say Yes/No	Both yes and no (2C)
F11 Requests using sentences	Usually uses three or more words to ask for items or activities (2C)
F12 Requests help	Attempted (not achieved)
F14 Requests attention	10 or more requests a day (C4)

	<p>F15 Request others to remove an item or stop an activity</p> <p>I7 Spontaneous requests</p> <p>L5 Looks at others to start a social interaction</p> <p>L6 Physically approaches and engages others</p> <p>L7 Looks at others in anticipation of completing a reinforcing action</p> <p>H2 Fill in blanks regarding fun items and activities</p> <p>H4 Animal sounds</p>	<p>Can do in contrived situations (1)</p> <p>Spontaneously requests at least 10 items or actions per day (2C)</p> <p>Student regularly initiates social interactions with both peers and adults by looking at them (2C)</p> <p>Frequently approaches and makes attempts to physically engage others in interactions</p> <p>Usually looks at a person in anticipation of a repeat of a reinforcing action (2C)</p> <p>10 or more fill-ins (4C)</p> <p>8 animal sounds and 8 names when given sound (4C)</p>
<b>Round Table</b>	<p>Prepositions - In front, behind, next to</p> <p>Role play with a puppet</p> <p>M6 Follow group instructions with a discrimination</p> <p>C47 Select single items with two specified characteristics</p> <p>C48 Select set of items with a specified characteristic</p> <p>C49 Select set of items with two specified characteristics</p> <p>F8 Request others to perform an action</p>	<p>Positions objects in front, behind and next to (C)</p> <p>Independently (C)</p> <p>In a 1:4 group responds at the same time as others respond for 75% of known instructions (4C)</p> <p>20 two-component combinations (2C)</p> <p>Selects at least 20 adjectives (including at least 3 colours, 2 shapes and 2 sizes) (4C)</p> <p>20 two-component combinations (4C)</p> <p>Can request 10 or more different actions (4C)</p>

	<p>items</p> <p>G34 Uses carrier phrase when labelling nouns with verbs or adjectives</p> <p>Reciprocate appropriate information when describing attribute blocks with compic sentence support</p> <p>"Who questions as a group using compic support</p> <p>*H39 Answers questions with three critical components</p>	<p>question about the item (2C)</p> <p>When prompted, the student can label items using at least 2 different phrases (1)</p> <p>Independent (C)</p> <p>Independent (C)</p> <p>4 responses provided for 5 different questions (4C)</p>
<b>Arrival</b>	<p>L10 Returns greetings to peers</p> <p>L21 Initiates greetings to peers</p> <p>L14 Searches for missing person</p>	<p>Student returns greetings from peers without prompts (2C)</p> <p>Student greets peers but often requires a visual prompt (1)</p> <p>Will seek the missing person when the person leaves with a reinforcing item when prompted by staff (1)</p>
<b>Play</b>	<p>B23 Replicate simple 3-dimensional objects</p> <p>K8 Plays interactively with other students'</p> <p>K10 Sociodramatic play</p> <p>K12 Plays simple ball games</p> <p>K14 Interactive motor game</p>	<p>Can replicate 2 objects using at least 6 blocks or other items (2C)</p> <p>Gives other student toys when they request them, and accepts offered toys from other students (2)</p> <p>Can pretend to be at least 10 characters or pretend to do activities (2)</p> <p>Can perform 1 action if given only occasional prompts to watch to see if peer is ready OR to attend to peer about to perform the action (4C)</p> <p>Can play at least 2 interactive</p>



	<p>K15 Board Games</p> <p>C45 Select common environmental sounds</p> <p>G33 Labels common environmental sounds</p> <p>K6 Independently play with toys and engages in verbal behaviour</p> <p>L13 Sharing-gives-up items to others</p> <p>K11 Plays with toys and talks with peers</p> <p>L19 Sharing – asks for items to be shared</p> <p>L20 Sharing – offers items to others</p> <p>L22 Joins peers in an activity</p> <p>L23 Observation of peers' attention to activity</p> <p>K13 Coordinated play with peers</p> <p>Ask a peer to play</p>	<p>games without assistance(3)</p> <p>Can play at least three board games without assistance (4C)</p> <p>At least 8 sounds (4C)</p> <p>At least 8 sounds (4C)</p> <p>5 verbal responses (3)</p> <p>Usually without prompts (2C)</p> <p>5 verbal responses in 10 minutes (3)</p> <p>Does when prompted (1)</p> <p>Sometimes make independent multiple attempts (3)</p> <p>Without it being suggested by an adult, student will join a group of peers engaged in a desired ongoing activity (2C)</p> <p>Will usually look at or approach and investigate an item or activity when a few peers turn to look at or show an interest in an item or event (2C)</p> <p>Follows both stated and implied directions from peers in at least three play activities (3)</p> <p>Independently when motivated by an activity (C)</p>
<b>Fine Motor</b>	D5 Imitation of hand and arm movements	At least 10 actions & readily imitates novel actions (4C)

	<p>Z21 Paste shapes on outlined picture</p> <p>Construct and cut out shapes in playdoh to use in imaginative play</p> <p>Use different colours to complete a picture</p> <p>Engages in imaginative play with playdoh</p> <p>Z22 Paste shapes on plain paper picture</p> <p>Use a ruler to draw a line</p> <p>Z28 Accurately copy shapes and patterns</p> <p>Z26 Fold a piece of paper</p> <p>N9 Completes a task and brings work to teacher or puts away materials</p> <p>A18 Seeks approval for task completion</p> <p>A19 Task completion serves as a reinforcer</p>	<p>Yes (1C)</p> <p>Independently (C)</p> <p>Independently (C)</p> <p>With prompts</p> <p>Yes (1C)</p> <p>Yes (1C)</p> <p>No (0)</p> <p>Independently (2C)</p> <p>Independently (2C)</p> <p>Not achieved requires prompts</p> <p>Works independently 10 mins to complete task for recognition of task completion (2C)</p>
<b>Physical Education</b>	<p>D4 Imitation of leg and foot movements</p> <p>D17 Imitate speed of an action</p> <p>Y3 Run smoothly</p> <p>Imitate a sequence of outdoor gross motor movements on equipment, ie. Obstacle course</p>	<p>At least 10 actions &amp; readily imitates novel actions (4C)</p> <p>Readily imitates actions matching the speed of the ongoing model (2C)</p> <p>Yes (1C)</p> <p>(C)</p>

	Y4 Roll sideways	Yes (1C)
	Y5 Jump forward	Yes (1C)
	Y7 Walk backward	Yes (1C)
	Y8 Hop on two feet	Yes (1C)
	Y9 Throw ball from chest or overhand	Yes (1C)
	Y10 Roll a ball	Yes (1C)
	Participate in a running race	(C)
	Y11 Climb a ladder using reciprocal motion	Yes (1C)
	Y12 Creep on stomach	No (0)
	Y13 Squat	Yes (1C)
	Y14 Walk across a balance beam	Yes (1C)
	Throw beanbags into a hoop from a distance	(C)
	N10 Stands and waits appropriately during transitions	50% without prompt (1)
<b>Independent Schedule Work</b>	Access the language master as part of independent schedule work to initiate social comment to staff and peers	(C)
	Access choice as part of independent schedule work	(C)
	B25 Seriation	Can arrange at least four sets of items for each of the four specified attributes (4C)
	Independently follow a sequence pattern of pictures	(C)

<b>Mat</b>	M1 Sits appropriately in small group	1:4 group for 15 minutes (4C)
	M3 Attends to teacher in group	1:4 group for 15 minutes (4C)
	M4 Attends to other students in group	1:4 group for 75% of time (4C)
	M7 Raises hand to get teacher attention to do an activity	Independently raises a hand to request to be selected to do a preferred activity on at least 50% of opportunities presented to a group of at least 4 students (2C)
	M8 Raises hand to answer a question	Can independently respond to questions (2C)
	M9 Raises hand AND names an item	Can independently raise hand and answer known questions (2C)
	M10 Raises hand AND answers a question	Can independently raise hand and answer known questions (2C)
	Sing a range of school-age songs as part of a group	Independently (C)
	Participate in musical games with peers, eg. musical chairs, musical bobs.	Independently (C)
	D26 Spontaneously imitates the actions of others	At least 10 actions and readily imitates novel actions (4C)
	D27 Delayed imitation	At least 10 actions and readily imitates novel actions (4C)
	E15 Imitation of short & fast vs. elongated/slow words	Can imitate saying words both at a faster and slower than a normal rate of speaking (2C)
E16 Imitation of loud vs. soft sounds and words	Readily imitates actions matching the volume of the model (2C)	

	<p>E17 Imitation of low vs. high sounds and words</p> <p>Recite age appropriate information in unison with peers, eg. months of the year, alphabet</p> <p>Participate in pretend games, eg. "Guess what I am?" When the teacher is pretending to be a bird</p> <p>H19 Name the item previously observed</p> <p>H20 Name previously observed activities</p> <p>H21 Name people previously observed</p> <p>C53 Select pictures representing a location or an activity presented in a scene</p> <p>G39 Labels and describes events or items presented in a scene Crit 1</p>	<p>Readily imitates actions matching the pitch/tone of the model (2C)</p> <p>Independently (C)</p> <p>Independently (C)</p> <p>1 item immediately after the observation(1)</p> <p>States activity immediately after observation of the activity (1)</p> <p>1 person immediately after the observation (1)</p> <p>Selects at least 10 pictures depicting locations or activities (2C)</p> <p>Can label at least one depicted action or the label for the total scene (1C)</p>
<b>Reading</b>	<p>Develop a bank of 50 sight words(Beginner readers)</p> <p>Q10 Read simple words</p> <p>Q12 Read small groups of words from left to right</p> <p>Q13 Read simple sentences (3 – 6 words)</p> <p>Q17 Read passages and answer comprehension questions</p>	<p>75 words (C)</p> <p>Can read at least 50 words (4C)</p> <p>Can read any phrase containing combinations of known words (4C)</p> <p>Can read any sentence containing combinations of known words (4C)</p> <p>Can read a single sentence and answer a simple question regarding the content (1)</p>

<b>Writing</b>	<p>S3 Trace lines and shapes</p> <p>S7 Copy Letters</p> <p>Independently trace name using Victorian Modern Cursive</p> <p>Independently copy name using Victorian Modern Cursive</p>	<p>Accurately traces lines, and curved and straight-lined shapes (4C)</p> <p>Neatly copy at least 10 upper or lower case letters (3)</p> <p>(C)</p> <p>Uses correct writing formation, although, unable to use correct size for letters. (C)</p>
<b>Fluency</b>	<p>Develop fluency in a range of competency areas: words, animals, numbers, and gender</p>	<p>(C)</p>
<b>Spelling</b>	<p>T2 Fill in missing letter of words</p>	<p>can add a letter in any position of the word for at least 10 words (2C)</p>
<b>Homework</b>	<p>C23 Touches parts of items</p> <p>G12 Labels parts or features of items</p>	<p>3 or more parts of 10 objects (4C)</p> <p>3 parts or features of 10 or more objects (4C)</p>

## TEACHER COMMENTS

### General Comments

Corey will independently locate and initiate greetings to staff, although, visual cues are still required to enable him to consistently greet peers. Modelling and visual support has allowed him to extend his use of expressive language when initiating request of basic needs and wants. Corey is independently able to construct a 5 word sentence using a communication book as a support communication tool. He is often able to make verbal requests when working in a one to one situation without using his communication book. He will ask a peer to play group games that are of particular interest to him such as Duck, Duck, Goose and some board games. Corey is often able to attend to the teacher when on the mat and he is beginning to independently raise his hand to answer basic questions. He is an active participant when singing school age songs and he especially enjoys the group activity "Guess what I am?"

Corey is able to transition independently. However, at times he will not want to move away from high interest activities. Sometimes he is able to pre-empt when a transition is going to occur and he will protest by vocalising and displaying some inappropriate behaviour. He will require *consistent* application of strategies from staff to continue to shape and develop in this area.

Corey is able to generate some good work samples during activities that involve fine motor skills. Using completed samples of work enables Corey to gain a clear understanding of what is expected and to remain on task. He will still require modelled, visual and at times physical prompts to ensure that he continues to use the correct letter formation for some letters and to place letters *on* lines when generating written tasks. High levels of reinforcement and shaping of behaviour will be required to keep him engaged and on task with less favoured programs.

I have enjoyed teaching Corey this year and wish him all the best for entering Year 1. Well done and good luck Corey

Days Absent: —

Teacher signature:

Co-ordinator Signature